

## Report of the Director of Children's Services

### Report to Executive Board

**Date: 10 February 2012**

**Subject: Annual Standards Report (Secondary)**

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Summary of main issues

1. This report summarises the progress in secondary school improvement in Leeds (with a particular focus on the outcomes achieved by pupils in 2011). It also outlines the action taken by the School Improvement Team to fulfil its responsibilities to support, monitor, challenge and intervene as necessary. Annexes include a detailed statistical report and summaries of the outcomes of recent Ofsted inspections.
2. In terms of overall attainment and progress at Key Stage 4, there have been improvements against all benchmarks in 2010-11. However, in some cases, the gap between Leeds and national figures has narrowed in 2011.
3. Four schools in Leeds are below the current floor standard of 35% or more pupils achieving 5 or more GCSEs at grades A\*-C including English and maths, compared to seven schools in 2010.
4. Attendance in Leeds secondary schools increased by 0.76% to 92.37% in 2010/11 and is now at its highest level since recording began. However, in spite of these improvements, Leeds is still performing poorly in comparison to the national average and the statistical neighbours' average.
5. The more rigorous framework from Ofsted since 2009 has continued to be a challenge to a number of Leeds schools. Overall, however, the proportion of good and outstanding schools has increased slightly.
6. The key strategy to build on the successes to date and to address areas of underperformance is the Leeds Education Challenge. This is an ambitious city wide campaign to accelerate improvement in learning outcomes for children and young

people by realigning finances, developing a sector led improvement strategy, requiring equity across the city and promoting challenge, partnership and innovation. This report will show how the Leeds Education Challenge, with its five strands covering teaching and learning, leadership and management, schools facing challenging circumstances, support for vulnerable learners, and parents and the community will coordinate and energise efforts to raise standards in secondary schools.

## **Recommendations**

The Board is asked to endorse and support:

- The progress that has been made and the areas that need further improvement;
- The future provision of support, challenge and intervention in Leeds to ensure that progress continues to be made;
- The centrality of the Leeds Education Challenge in securing improvement.

## 1.0 PURPOSE OF THIS REPORT

- 1.1 This report summarises the progress in secondary school improvement in Leeds (with a particular focus on the outcomes achieved by pupils in 2011). Annexes include a detailed statistical report and summaries of the outcomes of recent Ofsted inspections.

## 2.0 BACKGROUND INFORMATION

- 2.1 Since the publication of the 2010 Annual Standards Report, there have been a number of significant changes within the field of education both nationally and locally. Up to 2010 there had been a high level of investment in schools and children's services, and support to schools through a central national strategy. At the end of March 2011, the National Strategies programme came to an end. This coincided with the end of the Education Leeds contract. At secondary level in Leeds, this meant the loss of a team of subject consultants. This has meant that the current secondary school improvement team is much smaller now than a year ago. The national programme of School Improvement Partners (SIPs) also came to an end during 2011.
- 2.2 The challenge for the school improvement system is to promote school led improvement, and support and challenge the weakest schools to raise standards, in particular for the most disadvantaged students. The Council will continue to challenge schools about outcomes, particularly those concerned with the success of students from poorer backgrounds and with special needs.
- 2.3 In order to respond strategically to this very different landscape and to ensure the progress made in recent years is accelerated, the **Leeds Education Challenge (LEC)** was launched in the summer of 2011. The LEC is an ambitious city-wide commitment to achieving a child friendly city that drives school improvement and reflects the new relationship with schools, the newly integrated children's service and the changes to national policy and funding. It reflects the successful 'Challenge' initiatives in Greater Manchester, London and the Black Country. It builds on existing good partnerships, good practice and the Leeds commonwealth of expertise and resources. It also addresses the key findings and recommendations from the report created by Prof. Sir Tim Brighouse and David Woods (Climbing a Mountain: a review of educational progress in Leeds and an assessment of what more needs to be done)
- 2.4 The Leeds Education Challenge has five pledges that sit at the heart of its vision. These are:
1. Every child and young person of school age will be in school or in learning
  2. Every school will have an achievable plan to being recognised as an outstanding school
  3. We will improve achievement for every young person year on year
  4. Every school will benefit from a fully qualified, skilled, committed and well-led staff team
  5. Every child and young person will move confidently through their education
- 2.5 The Leeds Education Challenge has been broken down into five key strands of

activity:

1. Leadership, management and governance
2. Teaching and learning
3. Schools facing challenging circumstances
4. Family and community engagement
5. Vulnerable learners

2.6 To respond to the changes outlined in 2.1 above and to ensure that our work dovetails with the Leeds Education Challenge (LEC), we have implemented a revised model of secondary school improvement from September 2011 which is intended to ensure that overall standards in Leeds continue to improve in future years. As such there is still a core school improvement offer comprising a termly review cycle and some additional support for schools causing concern. We have also launched the Leeds Learning Partnership (LLP) as the traded arm of the secondary school improvement service. The LLP provides a wide range of professional development opportunities for school staff at all levels with a particular focus on the LEC strands of Teaching and Learning, Leadership and Management and closing the gap for vulnerable learners. The majority of schools and academies have bought into this package which is very encouraging. A key aspect of all these developments is the emphasis on school to school support. The review process for example is a peer review process between two or more schools (supported by an adviser) and the delivery team for significant aspects of the LLP is made up of school-based professionals. We are also fully embracing other national programmes such as the development of Teaching Schools and the expansion of the National and Local Leader of Education initiatives. These will bring additional capacity to support the school improvement agenda in Leeds. Indeed, the government's intention is that, over time, schools themselves will become the main drivers for school improvement within localities.

### 3.0 MAIN ISSUES

3.1 These can be grouped under eight main headings:

- Overall attainment and progress at Key Stage 4
- Individual school performance at Key Stage 4
- Attainment and progress for pupil groups at Key Stage 4 (Narrowing the Gap)
- Attainment at Key Stage 5
- Attendance in secondary schools
- Exclusions from secondary schools
- The Ofsted Framework
- Support for schools causing concern

#### 3.2 Overall attainment and progress at Key Stage 4

3.2.1 There have been improvements against all benchmarks in 2010-11.

3.2.2 In 2011, 53.1% of year 11 pupils gained **five good GCSEs including English and maths** – 2.5% higher than in 2010. However nationally results improved by 4.5% and performance in Leeds is now 5.2% lower than national. (see 3.2.8 below)

3.2.3 The proportion of students gaining **five good passes in any GCSE subject** rose

by 4.3% to 80.8% in 2011. Leeds is now 2% above the national figure and above the average for statistical neighbours.

- 3.2.4 The number achieving **five passes (5A\*-G)** has risen in Leeds by 0.4% to 94.1%. Nationally there was a decrease of 0.8%. Leeds is now 1% above the national figure. This continues to be a good indicator of how much improvement has spread to all pupils and of their prospects for future pathways to success at level two at nineteen. The number achieving **no passes** at all has fallen slightly to 1.4% although this is still higher than at national and statistical neighbour level.
- 3.2.5 In 2011, 18.1% of pupils were entered for the range of subjects that constitute the English Baccalaureate (EBacc) with 13% of pupil achieving all five components, 3% lower than nationally. There is detailed breakdown of this in Annex 1
- 3.2.6 There has been an increase in the proportion of pupils making the expected **three levels of progress between Key Stage 2 and Key Stage 4** in English and maths. Since 2009 the percentage in English has risen by 7.6% to 65.4 and by 8.2% in maths to 59.1%. Both these figure are below national figures although the gap between Leeds and national figures has narrowed in 2011. This performance measure is becoming increasingly important, particularly in relation to Ofsted inspections. (see 3.2.8 below)
- 3.2.7 Annex 1 contains some **contextual value-added (CVA)** analyses for Leeds which compares actual and estimated levels of attainment and progress. The key messages here are that the CVA scores for 5+ A\*-C, %+A\*-G and Total Points Score are significantly above expectations whereas the scores for%+ A\*-C including English and maths and three levels of progress in both English and maths are significantly below expectations – Leeds is in the bottom quartile for both subjects. It should be noted that Ofsted have now moved to a pure value-added (VA) measure which does not take into account pupil context.
- 3.2.8 The key area for further development highlighted in the above paragraphs is the need for accelerated improvement in English and maths, both in terms of attainment and progress. More generally, there is a clearly identified need for improvement in levels of pupil literacy and numeracy across the curriculum. These aspects will be key themes within the strands of the LEC and are key priorities for the further development of the Leeds Learning Partnership and its range of professional development opportunities.

### 3.3 Individual school performance at Key Stage 4

#### 3.3.1 Schools below floor standards

Four schools in Leeds are below the current floor standard of 35% or more pupils achieving 5 or more GCSEs at grades A\*-C including English and maths, compared to seven schools in 2010. These are City of Leeds (18%), South Leeds Academy (25%), Primrose (29%) and Swallow Hill (31%). City of Leeds and South Leeds saw a decrease in the percentage of pupils achieving this benchmark. Primrose and Swallow Hill both saw increases. These four schools all have different circumstances and three are actively working with academy sponsors. South Leeds

is already an academy; Primrose is poised to become an academy (pending a legal technicality) and it is planned that Swallow Hill will become an academy in September 2012. Discussions are currently taking place regarding a structural solution for City of Leeds School. Both Swallow Hill and City of Leeds are currently receiving substantial support with external partners.

### **3.3.2 Individual school success and concerns**

Annex 1 contains a more detailed commentary on this aspect with a comprehensive table containing three year trends for each Leeds school in the five main benchmarks of:

- 5 or more GCSEs at grades A\*-C including English and maths
- 5 or more GCSEs at grades A\*-C
- 5 or more GCSEs at grades A\*-G
- Percentage of pupils gaining any qualifications
- EBacc

## **3.4 Attainment and progress for pupil groups at Key Stage 4 (Narrowing the gap)**

3.4.1 Annex 1 contains a detailed commentary of this aspect with accompanying tables. What follows here are some of the key headlines:

### **3.4.2 Gender**

Key Stage 4 attainment is higher for girls than boys on all measures, both in Leeds and nationally. It is pleasing to report, however, that in Leeds in 2011, the gap between girls' attainment and that of boys was narrower than nationally for 5 A\*-C, 5 A\*-C including English and maths, and 5 A\*-G. But the gap for no passes is wider in Leeds than nationally.

### **3.4.3 Free School Meal Eligibility**

There has still been little real impact on the gap between those eligible and not eligible for free school meals. Whilst the gap has narrowed against the 5A\*- C measure (25% in 2011 compared to 27% in 2010), the gap has widened slightly against the measure for 5 A\*-C including English and maths (33% in 2010 to 35% in 2011). The gap is equally noticeable when looking at expected levels of progress in maths and English although we only have one year's worth of data so comparison with previous years are not possible. This remains one of the biggest challenges and will be a key focus for the vulnerable learners strand of the LEC.

### **3.4.4 Special Education Needs (SEN)**

There is a varied picture here. Whereas pupils not on the SEN register saw an improvement in most key indicators, pupils in different SEN categories experienced a variety of outcomes across different indicators. For example, whilst a slightly greater proportion of pupils on School Action achieved 5 A\*-C in 2011 compared to 2010, there was a 7% fall for School Action pupils achieving 5 A\*-C including English and maths. There was little change for School Action Plus pupils from 2010 to 2011 whereas statemented pupils saw an improvement in both 5 A\*-C and 5 A\*-

C including English and maths. This is obviously a concern, especially considering the increasing emphasis on SEN in the revised Ofsted framework. As a result, within the context of the vulnerable learners strands of the LEC, we are planning a programme of cross-phase support for the leadership of SEN.

#### 3.4.5 Looked After Children (LAC)

It is difficult to make precise year on year comparisons here as the national reporting structure for outcomes for Looked After Children (LAC) has changed. However, early indications are that the gap has widened slightly as there have been slight falls in the percentage of LAC achieving the main indicators compared to a rise with non-LAC pupils.

#### 3.4.6 Ethnicity

A close look at the commentary on this aspect within Annex 1 indicates a very varied picture in terms of attainment. Against the **5 A\*-C measure** in 2011 there was an overall increase of 5.5% which means this gap has narrowed – within this overall headline, however, there are significant differences between ethnic groups – the gap in attainment for Black Caribbean heritage pupils has virtually disappeared for example whereas the gap in outcomes for pupils of Bangladeshi heritage has widened in spite of some improvements in attainment. The data for ethnic groups for **% 5 A\*-C including English and maths** is disappointing; following significant improvements for some groups in 2010, most groups have only shown small changes this year leading to a widening of the gap. The only groups with improvements which were well above the Leeds average were: Chinese (+20%), Mixed Black African and White (+15%) and Other Mixed backgrounds (+10%) although it should be noted that these cohorts are relatively small. This overall picture is disappointing as this area has been a focus for school improvement partners/advisers, for consultants and for direct support from central teams. To address this key issue, it is intended to extend some of the primary-based projects into the secondary phase.

#### 3.4.7 English as an Additional Language (EAL)

For the 5 A\*-C and 5A\*-C including English and maths measures, attainment is higher for pupils with English as a first language than for those with EAL. The gaps in attainment between pupils with EAL and those with English as a first language have further increased in 2011 for these measures, as greater improvements continue to be seen for pupils with English as a first language.

### 3.5 Attainment at Key Stage 5

- 3.5.1 The overall picture at Key Stage 5 in 2011 is largely positive. There has been an improvement in **average point score (APS)** in Leeds in 2011 - up by 15 points to 706.6 which equates to students achieving one half-grade better than last year which completely “bucks” the national trend; Despite the increase, Leeds remains well below the national maintained average for this measure. There continues to be an improvement in the **average points per entry** in Leeds. This figure has gone up by 3 points compared to 2010 and is now at 208.4. However, although gap has

narrowed marginally, Leeds remains well below the national maintained average (215.5 points). The percentage of students achieving **2 or more passes** in Leeds continues to rise. In 2011, 94.6% of students achieved this benchmark, exceeding both the national maintained average (92.2%) and the average for our statistical neighbours (92.7%), which both fell in 2011. The percentage of students achieving 3 or more A\*-A grades at A Level has also risen in 2011. The Leeds figure has improved by 0.5% to 8.3% (but this is still below the national of 9.9%).

3.5.2 Annex 1 gives a more detailed breakdown of Key Stage 5 performance by pupil groups. It is worth noting here, however, the closing of the gender gap in Leeds.

### 3.6 Attendance in secondary schools

#### 3.6.1 Overall attendance and absence

Attendance in Leeds secondary schools increased by 0.76% to 92.37% in 2010/11 and is now at its highest level since recording began. Both authorised and unauthorised absence data improved in 2010/11. The latter fell by 0.15% percentage points although unauthorised absence due to non agreed family holidays rose. However, in spite of these improvements, Leeds is still performing poorly in comparison to the national average and the statistical neighbours' average.

#### 3.6.2 Persistent Absence

The DfE have now changed the definition of persistent absence (PA): the threshold for a pupil to be judged as persistently absent is now 15% of absence over the school year (previously it was 20%). Annex 1 presents the data and commentary for both measures. Based on the 20% threshold, levels of PA have continued to fall in Leeds secondary schools. The number of persistent absentees has fallen 17% from 2,981 pupils to 2,486. There has also been a 16% decrease in persistent absence based on the new 15% absence threshold, from 5,284 pupils to 4,459. In 2009/10 Leeds figures against both measures were significantly higher than national.

#### 3.6.3 Attendance and persistent absence for pupil groups

Annex 1 gives a more detailed breakdown of this aspect by a range of pupil groups. However, it is worth noting a few key points here:

- In terms of **different year groups** in Leeds, the gap to national attendance and persistent absence increases with age within secondary schools, with attendance and persistent absence for year 7 pupils closer to the national than year 11. This indicates that as children get older in Leeds, an increasing cohort is disengaging from education.
- Levels of attendance for pupils eligible for **free school meals** are significantly lower than for pupils who are not eligible. However, the improvements in attendance were greater for pupils eligible for free school meals in 2010/11, therefore the gap has narrowed.
- Attendance improved for all levels of **SEN** in 2010/11 although overall levels of attendance are much lower for pupils with SEN than those without no SEN, as at national level



- Attendance of **Looked After Children** in secondary schools is lower than the Leeds average.
- Pupils in secondary schools that have **English as an additional language** have higher levels of attendance and lower levels of persistent absence than pupils with English as a first language.
- In terms of ethnicity, there is a varied picture with some groups improving overall levels of attendance with others reducing

3.6.4 As one of the Council's three main 'obsessions' within the LEC, attendance remains a key focus of discussions between school and officers from both the school improvement and attendance teams.

### 3.7 Exclusions from secondary schools

3.7.1 The overall number of **permanent exclusions** from Leeds secondary schools (including academies) decreased by 23% to 44 in 2010/11. There was an increase in permanent exclusions from academies in 2010/11. Overall this was lower than nationally in 2009/10.

3.7.2 Local analysis of **fixed term exclusions** from secondary schools is problematic as academies are not required to inform the local authority when they exclude a pupil on a fixed term basis. See Annex 1 for the details that are available.

### 3.8 The Ofsted Framework

3.8.1 The more rigorous framework from Ofsted since 2009, with an emphasis on attainment irrespective of circumstances or prior performance, has continued to be a challenge to a number of Leeds schools. In the 2010/11 academic year, 11 secondary schools in Leeds were inspected and during the autumn term 2011 a further two schools were inspected. During this period one secondary school (Swallow Hill) received a notice to improve. The city-wide BESD SILC also has a notice to improve. During the same period, Lawnswood School came out of special measures and Farnley Park came out of a notice to improve. In addition two schools (Pudsey Grangefield and Woodkirk) moved from a satisfactory to a good judgement. Overall therefore the proportion of good and outstanding schools has increased.

3.8.2 Leeds Secondary & Special Schools. Current Ofsted grade at December 2011

	Outstanding	Good	Satisfactory	Inadequate
Number of schools	4	23	15	2
Leeds Percentage of schools	9%	49%	35%	7%
National Inspections from Sept 2010 – August 2011 (percentages)	14%	38%	40%	8%

3.8.3 It should be noted that a revised Ofsted framework was launched in January 2012

which 'raises the bar' further and will provide considerable challenge to schools in Leeds. This has given a real sense of urgency to the work of the School Facing Challenging Circumstances strand of the LEC.

### **3.9 Support for Schools Causing Concern**

- 3.9.1 The improvement seen over the past few years has been achieved by an approach which responds to the needs of governance, leadership, teachers and other staff. Support for leaders and teachers has come mostly from central national strategy and advisory teams with high levels of specialist expertise, and also from advanced skills teachers. In March 2011, the secondary national strategy team ceased to exist and the numbers of secondary school improvement advisers (SIAs) was reduced. In addition, the national programme of School Improvement Partners (SIPS) came to an end. Within the framework of the LEC, the secondary school improvement service has therefore put in place a revised model of school improvement to address this significant change and, crucially, to ensure that there is sufficient support for schools causing concern. This model makes full use of the existing central resources whilst increasingly drawing on the expertise of staff employed by schools. In line with national policy we are actively promoting the concept of school to school support. Indeed the role of the LA is changing from being a provider to a body that supports and facilitates networks, and brokers and quality assures good practice.
- 3.9.2 Support for senior leadership in schools causing concern has been given by school improvement advisers and increasingly by successful school leaders. As the national programme of National Leaders of Education (NLEs) and Local leaders of Education (LLEs) has expanded, there is now a strong team of successful school leaders (from good and outstanding schools) whom the LA is able to deploy to other schools requiring support. In many cases, the school improvement adviser continues to take on the role of driver and coordinator with schools causing concern, brokering in support from a range of central and school-based sources.
- 3.9.3 The Local Authority has supported a change of leadership in a secondary school and brokered in an executive headteacher from a partner school on more than a dozen occasions in the past few years. This action has been taken within the framework of the school improvement policy and in partnership with a number of schools which have developed as national support schools, or academy sponsors. In consultation with the DfE, we are continuing to explore solutions to address areas of particular concern (for example, schools that remain below floor standards)
- 3.9.4 Support for classroom teachers and subject leaders is now largely provided through the Leeds Learning Partnership (LLP) which is the traded aspect of the work of the secondary school improvement team. The vast majority of Leeds secondary and special schools have bought into this service. The LLP provides a range of training and networking opportunities for staff at various levels. An important feature of the LLP is that, although it is co-ordinated centrally, the delivery of much of the training is now done by successful school-based practitioners. There is still funding to deploy Advanced Skills Teachers to schools that require additional bespoke support. All this activity is of course an integral part of the Teaching and Learning strand of the LEC.

- 3.9.5 There are now two Teaching Schools in Leeds including one special school (East SILC) and it is likely that there will be others as this national programme expands. This will increasingly become a further source of support for schools causing concern. Indeed, the government's intention is that, over time, teaching schools will become the main vehicle for school improvement within localities.

## **4 Corporate Considerations**

### **4.1 Consultation and Engagement**

- 4.1.1 None specifically for this report

### **4.2 Equality and Diversity / Cohesion and Integration**

- 4.2.1 The improvements in the attainment of black and minority ethnic students, and the issues that persist are described in the report. The large gap in attainment between those eligible for free school meals and other students is identified as a key area for improvement.

### **4.3 Council Policies and City Priorities**

- 4.3.1 The improvement in school performance will continue to be a priority for the council using the new models of school support outlined in this report and delivered through the Leeds Education Challenge. The impact on many minority and vulnerable groups will be an area of particular focus and has strong links with other areas of council responsibility.
- 4.3.2 The Children and Young Peoples Plan identifies Attendance, Looked after Children and reducing the number of young people not in education, employment or training (NEET) as the three priority 'Obsessions'. The work of the secondary school improvement service clearly supports these priorities particularly through the annual cycle of shared reviews.

### **4.4 Resources and Value for Money**

- 4.4.1 The need to continue to improve secondary education, and the Council's need to be informed about strategy and progress, means that this must remain a high priority when allocating resources.

### **4.5 Legal Implications, Access to Information and Call In**

- 4.5.1 This report is subject to Call In.

### **4.6 Risk Management**

None identified

## **5 Conclusions**

- 5.1 Whilst there is clearly evidence of significant improvement in many areas, particularly when looking at 3-5 years trends, we recognise that overall standards are still not high enough in some secondary schools in Leeds. In addition, OfSTED is not yet judging enough schools as good or better at the time of inspection. However, it is the case that, at a time of enormous change, the Council is well placed (with its central campaign of the Leeds Education Challenge) to address the key issues raised in this report.
- 5.2 The new structural arrangements within Children's Services provide the opportunity to develop new ways of working through the Leeds Education Challenge to ensure that the contributions of all teams and services address the central importance of raising standards in Leeds secondary schools

## 6. **Recommendations**

- 6.1 The Board is asked to endorse and support:
- The progress that has been made and the areas that need further improvement
  - The future provision of support, challenge and intervention in Leeds to ensure that progress continues to be made.
  - The centrality of the Leeds Education Challenge in securing improvement.

## 7. **Background Documents**

- 7.1 There are no background papers to this report.

There are 2 annexes attached to this report. Annex 1 contains data tables and commentary and Annex 2 contains Ofsted summaries